



**Webb County Commissioners Head Start
06CH0929000
Head Start National Reporting System
2005-2006 Program Report**

October 2006

HSNRS SPRING 2006 CHILD ASSESSMENT REPORT

The first set of tables presents information on the skill levels of all children in your program who were assessed at the end of your program year, regardless of whether or not they were assessed last fall. To see how the children in your program have progressed from fall to spring, please refer to the charts on pages 8-9.

The HSNRS Spring 2006 direct child assessment focused on measuring children's abilities in the same four skill areas assessed last fall: English Language Screener, Vocabulary, Letter Recognition, and Early Math. Children's performance in each area is reported in several ways on the following tables. Each program report includes separate assessment scores for all children who were assessed in your program in English and in Spanish.

The first score in each row represents the average or mean score for your program, which is the average number and percentage of items children answered correctly on the task (for example, "80% or 16 correct out of 20 items"). The tables also present the total number of items in the task.

The second score is the typical or middle skill level for children who were assessed in your program. Scores are reported according to a set of six skill levels (Levels 1 through 6), that represent specific accomplishments in each skill area. (The accomplishments represented by each skill level are described on page 2.) The middle (median) skill level is the skill level of a "typical child" in your program. Half of the children in your program will have skill levels at or below this level, and half will have skill levels at or above this level. The percentage of assessed children who are at each skill level is also shown. From this information, you can get a sense of how the children in your program are performing, on average, at the end of the program year, as well as the range of skills that children have when they leave your program.

Please note that the scores for the vocabulary, letter recognition, and early math tasks on the English assessment are only for children who passed the English Language Screener. On the Spanish assessment, scores for the Spanish vocabulary, Spanish letter recognition, and Spanish early math tasks are only for children who passed the Spanish Language Screener.

The English language report includes information on Head Start national average scores and skill levels for all children who participated in the HSNRS spring assessment, to provide contextual information for use in interpreting your report. Spanish language reports for Head Start programs in Puerto Rico provide Puerto Rico Head Start average scores and skill levels for all children who participated in the Spanish assessment. For non-Puerto Rico programs, Head Start national average scores and skill levels are provided for all children who participated in the Spanish assessment in mainland U.S. programs.

Other helpful information

- For each skill area, the percentages of children at the different skill levels will add up to 100 percent.
- You should guard against making comparisons of typical skill levels across skill areas, because definitions of skill areas differ. For example, skill level 3 in vocabulary is not necessarily equivalent to skill level 3 in letter recognition.

HSNRS Child Assessment Skill Areas

Below are brief descriptions of the skill areas for each child assessment task.

English Language Screener: This task assesses children's ability to follow simple spoken instructions and give the English names of familiar objects. This component also serves as a screen for identifying children whose knowledge of English is insufficient for them to receive the full assessment in English. Skill levels range from not being able to understand spoken directions at all (Level 1) to comprehending directions in English well (Level 6). For the Spanish version, parallel skill levels describe the range of children's abilities in understanding spoken Spanish.

Vocabulary: This task asks children to show the meaning of spoken words representing parts of the human body or their functions, activities of daily living, emotions and feelings, work- or career-related activities, and plants and animals and their habitats. Skill levels represent the average vocabulary size of typical children at various ages. The lowest skill level (Level 1) represents the average vocabulary size of U.S. children (not just Head Start children) who are younger than 2½-years old. Given that most of the children participating in the HSNRS are 4 years old or older, the vocabulary of children scoring at this level is significantly less than what would be expected of children of that age. The highest skill level (Level 6) represents the average vocabulary size of U.S. children who are 5 1/3 years or older.

Letter Recognition: This task assesses children's ability to recognize letters of the alphabet by name. Skill levels represent the number of letters children can identify, ranging from none (Level 1) to all or almost all of the letters (Level 6).

Early Math: This task assesses children's early math skills, such as recognizing one-digit numerals and basic geometric shapes, matching number names one-to-one with objects, solving word problems involving counting or simple addition or subtraction, making judgments involving relative sizes of objects, and interpreting simple measurements and graphic representations of quantities. Skill levels represent how many objects children can count and other math skills children at each level tend to have. Children at the lowest level (Level 1) typically can count only 6 or fewer objects. Children at the highest level (Level 6) typically can count 17 or more objects, and can solve problems using measurements or graphs. Although labels for Early Math Skills levels refer to performance on the Counting Blocks item, scores on all of the Early Math Skills items were considered as each child was assigned to a specific skill level. The Counting Blocks item gives each skill level a readily understandable significance.



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Skill Levels for Children Assessed in English

Skill Areas	Mean Score	Median Skill Level	Percentage of Children at Each Skill Level						Head Start National Average Score	Head Start National Skill Level
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6		
English Language Screener	61% (12.1 correct out of 20 items)	4	Does not understand spoken directions at all (0-2 correct)	Very limited understanding of spoken directions (3-5)	Minimal understanding of spoken directions (6-10)	Moderate comprehension of spoken directions (11-15)	Comprehends directions fairly well (16-18)	Comprehends directions well (19-20)	89%	6
			12.1%	11.5%	16.7%	22.6%	22.3%	14.8%		
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6		
Vocabulary	51% (12.3 correct out of 24 items)	2	Vocabulary equivalent to 31-month old child or younger	32 through 39 months	40 through 47 months	48 through 55 months	56 through 63 months	64 months and older	67%	4
			44.1%	16.7%	11.9%	9.5%	7.6%	10.3%		
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6		
Letter Recognition	47% (12.2 correct out of 26 items)	4	Child identifies no letters	Child identifies 1-2 letters	3-9 letters	10-16 letters	17-22 letters	23-26 letters	57%	4
			13.3%	10%	24.4%	17.9%	12.1%	22.4%		
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6		
Early Math Skills	63% (15.1 correct out of 24 items)	5	Child does one-to-one counting of 6 or fewer objects	Child counts 7-9 objects	Child counts 10 or 11	Child counts 12 through 14	Child counts 15 or 16	Child counts 17 or more objects	68%	5
			8%	8.3%	13.2%	20.2%	22.6%	27.6%		



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Skill Levels for Children Assessed in Spanish

Skill Areas	Mean Score	Median Skill Level	Percentage of Children at Each Skill Level						Head Start National Average Score	Head Start National Skill Level
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6		
Spanish Language Screener	75% (14.9 correct out of 20 items)	5	Does not understand spoken directions at all (0-2 correct)	Very limited understanding of spoken directions (3-5)	Minimal understanding of spoken directions (6-10)	Moderate comprehension of spoken directions (11-15)	Comprehends directions fairly well (16-18)	Comprehends directions well (19-20)	72%	4
			3.5%	3.5%	8.9%	32.2%	43%	8.8%		
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6		
Spanish Vocabulary	63% (15.1 correct out of 24 items)	4	Vocabulary equivalent to 31-month old child or younger	32 through 39 months	40 through 47 months	48 through 55 months	56 through 63 months	64 months and older	59%	3
			2%	16.5%	26.8%	21.7%	14.9%	18.1%		
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6		
Spanish Letter Recognition	38% (11.3 correct out of 30 items)	3	Child identifies no letters	Child identifies 1-2 letters	3-9 letters	10-16 letters	17-22 letters	23-30 letters	37%	3
			12.4%	13.1%	26.4%	18.7%	11.2%	18.2%		
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6		
Spanish Early Math Skills	60% (14.3 correct out of 24 items)	3	Child does one-to-one counting of 6 or fewer objects	Child counts 7-9 objects	Child counts 10 or 11	Child counts 12 through 14	Child counts 15 or 16	Child counts 17 or more objects	59%	3
			10.8%	17.8%	24.5%	22.9%	15.2%	8.8%		

HSNRS FALL 2005 - SPRING 2006 GROWTH REPORT

The following charts represent the amount of progress children in your program have made from fall 2005 to spring 2006. Only children who were assessed in both fall and spring are included in these charts.

Fall-Spring Growth Charts (Page 8)

Children's growth in each of the four skills areas is reported on the following bar charts. For each skill area, bars show the average percent of items correct in fall 2005 and spring 2006 for the children who were assessed in your program. Average growth from fall to spring can be calculated by comparing these two scores. "T-bars" indicate the Head Start national percentages for each skill area. This allows you to see how the fall-spring growth of the children in your program compares with the Head Start national averages.

Four bar charts are included in your program report to show you the fall-spring growth on the HSNRS assessment for different subgroups of children in your program. The first bar chart shows the average English assessment scores in the fall and spring for all of the children in your program who were assessed in both fall and spring.

If your program conducted Spanish assessments this past year, then the second bar chart will present the fall-spring growth on the Spanish assessment. Head Start programs in Puerto Rico compare their Spanish assessment scores with those of all children who were assessed in Puerto Rico. For non-Puerto Rico programs, their Spanish assessment scores are compared with those of all children who were assessed in mainland U.S. programs.

The third bar chart shows the English assessment scores for only the native English speakers in your program. The last bar chart shows the English assessment scores for only the English Language Learners (i.e., children who primarily speak a language other than English at home) in your program. For this chart, the T-bars indicate the Head Start national averages for all assessed English Language Learners.

Please note that the scores for the vocabulary, letter recognition, and early math tasks on the English assessment are only for children who passed the English Language Screener. On the Spanish assessment, scores for the Spanish vocabulary, Spanish letter recognition, and Spanish early math tasks are only for children who passed the Spanish Language Screener.

Skill Level Growth Charts (Page 9)

The growth in skill levels for children in your program is also reported in terms of the percentage of children who achieve higher skill levels by the end of the program year (e.g., identifies 17 or more letters), compared with the percentage who are at these high levels in the fall. In addition, the percentage of those children who are performing at relatively low skill levels in the fall (e.g., identifies 9 or fewer letters) is presented along with the comparable percentage in the spring. From these tables, you get a picture of how well your children are doing in terms of the increase in the percentage of children who are performing at higher skill levels by the end of the program year and the percentage of children who are no longer performing at lower levels of skill by the end of the year. T-bars indicate the Head Start national percentages for each skill area. You can use these to compare your percentages with those of all Head Start programs in the country.

Below are brief descriptions of the definitions of high and low skill levels for each child assessment task. This section of the report is only available for the English assessment tasks.

English Language Screener: Since this task serves as a language screener for children who are learning English, this chart only shows the skills for English Language Learners. If your program did not assess any English Language Learners, your report will not show any results on this measure. The high skill level represents “comprehends directions well.” These children typically get all or almost all of the items correct (i.e., 16-20 items). The low skill level represents “limited or no understanding of spoken directions.” These children do not pass the language screener (i.e., less than 6 items correct).

Vocabulary: The skill levels for the vocabulary test are defined in terms of the average vocabulary size of typical children at various ages. The high skill level represents a vocabulary size that is equal to the average vocabulary size of U.S. children (not just Head Start children) who are of the same age as the assessed child or older. The low skill level represents a vocabulary size that is equal to the average vocabulary size of U.S. children who are one-year or more younger than the assessed child. The vocabulary of children scoring at this level is significantly less than what would be expected of children of that age.

Letter Recognition: Skill levels represent the number of letters children can identify, either 9 or fewer (low) or 17 or more (high).

Early Math: Skill levels represent how many objects children can count. Children at the low skill level typically can count 11 or fewer objects. Children at the high skill level typically can count 15 or more objects. Although labels for Early Math Skills levels refer to performance on the Counting Marbles item, scores on all of the Early Math Skills items were considered as each child was assigned to a specific skill level. The Counting Marbles item gives each skill level a readily comprehensible significance.

Other helpful information

- It is important to note that the average fall and spring scores reported in the growth bar charts may not match the average scores reported in your fall baseline report or in the spring report. This is because the numbers in the growth bar charts are based on children who were assessed in both fall and spring. In the spring report, the average spring scores are based on all the children in your program who were assessed in the spring, regardless of whether they were assessed in the fall. The same is true for the average fall scores.
- You may recall that to reduce the possibility of teaching to the test or practice effects, new items were included in the Vocabulary and Early Math sections in the spring that were not administered in the fall. However, the spring and fall scores can be compared because the spring items have similar difficulty and cover the same content areas as the fall items. So even though new items are introduced, you can compare scores from the fall and spring to measure children's growth during the Head Start year.

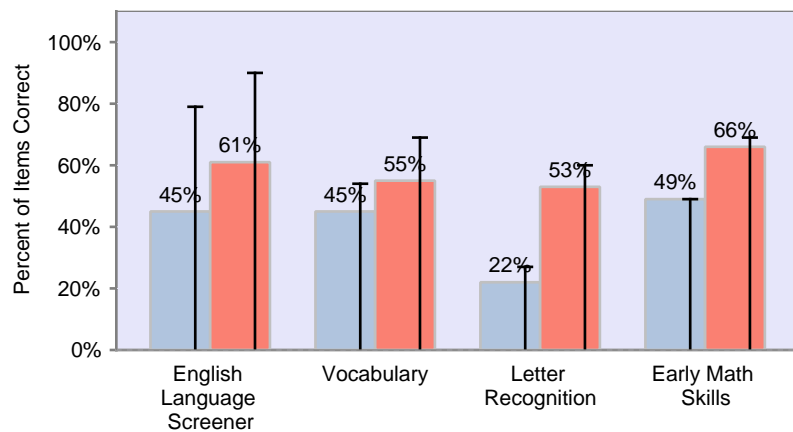


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Fall-Spring Growth Charts

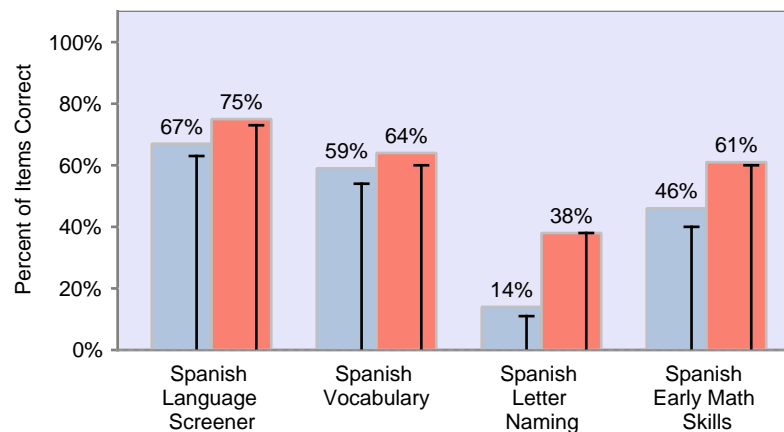
All children assessed in English in your program

Fall 2005 Spring 2006



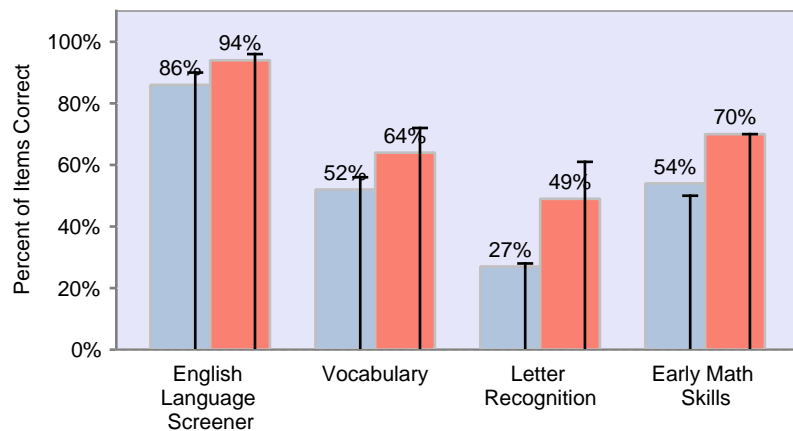
All children assessed in Spanish in your program

Fall 2005 Spring 2006



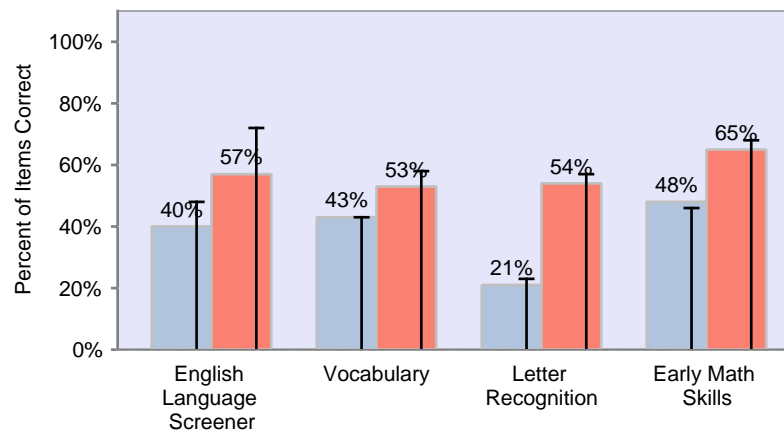
English Assessments for Native English Speakers Only

Fall 2005 Spring 2006



English Assessments for English Language Learners Only

Fall 2005 Spring 2006



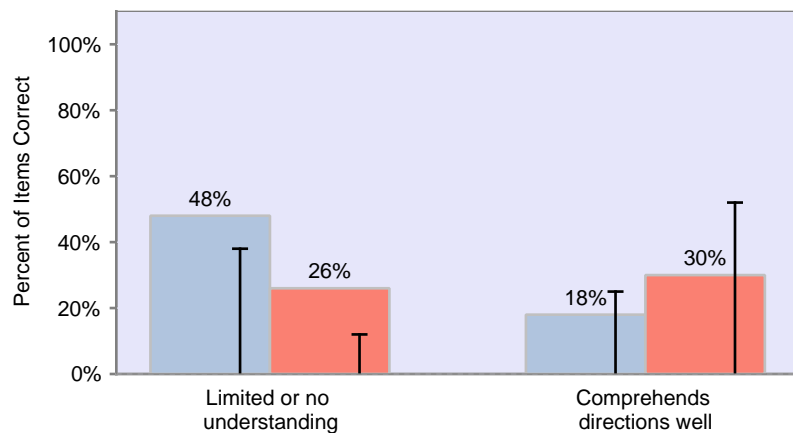


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Skill Level Growth Charts

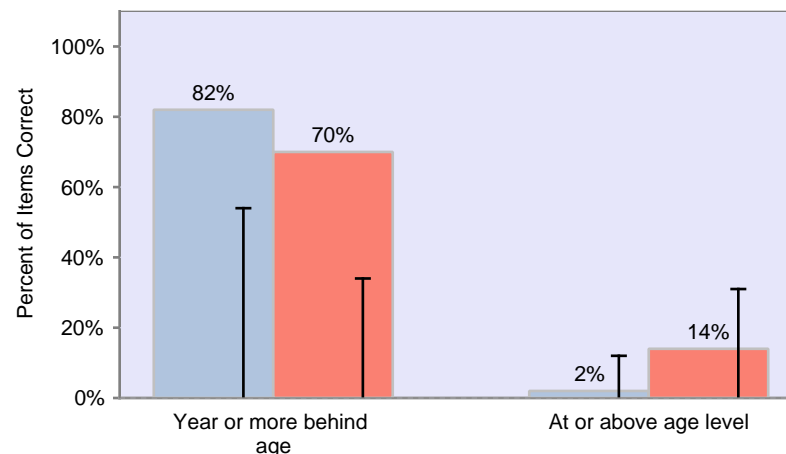
English Language Screener (English Language Learners Only)

■ Fall 2005 ■ Spring 2006



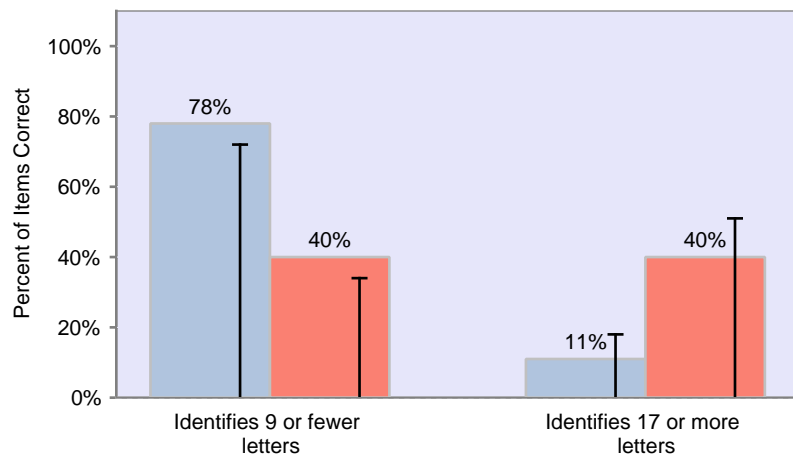
English Language Vocabulary

■ Fall 2005 ■ Spring 2006



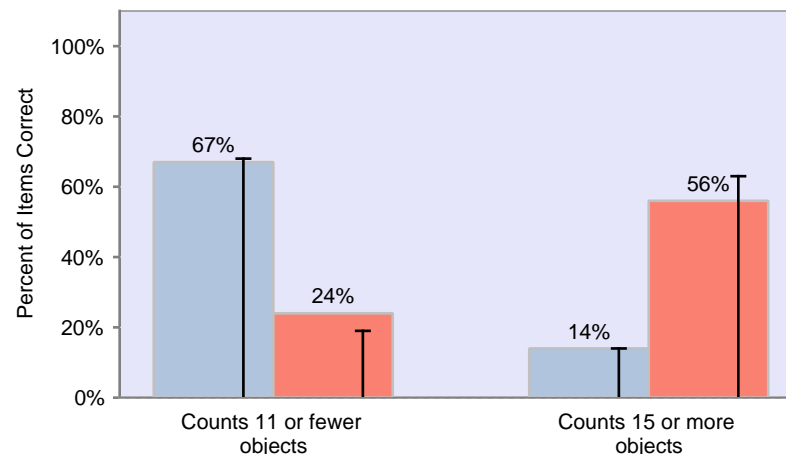
Letter Recognition (English)

■ Fall 2005 ■ Spring 2006



Early Math Skills (English)

■ Fall 2005 ■ Spring 2006





HEAD START NATIONAL REPORTING SYSTEM

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Spring 2006 Assessments

The table below shows basic information about the Spring 2006 assessments completed for your program. This provides a description of the group of children on whom the Spring 2006 HSNRS Child Assessment Scores are based.

	Your Program	
Total number of kindergarten-eligible children entered into CBRS	471	
Number and percentage of kindergarten-eligible children who dropped out of program	42	9%
Assessment was prohibited by child's IEP-IFSP	0	0%
Child had severe disability that prevented participation in assessment	0	0%
Child was NRS Spring Ineligible	0	0%
No Spanish assessor available to administer Spanish assessment	0	0%
Other	0	0%
Remaining number of kindergarten-eligible children for Spring 2006 assessment	429	
Parent refused to allow child to cooperate	0	0%
Prolonged absence during data collection period	0	0%
Repeated child non-cooperation	5	1%
Number of assessment statuses unknown or unreported	0	
Number and percentage of kindergarten-eligible children assessed in Spring 2006	424	99%
Valid English assessments only	48	
Valid Spanish assessments only	0	
Valid English and Spanish assessments	376	
Number of kindergarten-eligible children assessed in both fall and spring	417	
Valid English assessments only	46	
Valid Spanish assessments only	0	
Valid English and Spanish assessments	371	



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Program Profile

The table below shows basic information about the characteristics of your program, as well as the characteristics of the children in your program who were assessed for the HSNRS. This provides a description of the group of children on whom the Spring 2006 HSNRS Child Assessment Scores are based.¹ Program characteristics have been used to assign your program to a set of categories and to make it easier for you to compare the performance of your children with that of children in similar Head Start programs.

Program Characteristics	Your Program	Head Start National Averages
Average age (in months) of assessed children (Low/Moderate/High) ²	61.8 (Mod.)	61.2
Percentage of assessed children who are English Language Learners (Low/Moderate/High) ³	89% (High)	26%
Percentage of assessed racial/ethnic minority children (Low/Moderate/High) ⁴	100% (High)	71%
Percentage of assessed children with identified disabilities	12%	9%
Percentage of assessed children in first year of Head Start	25%	50%
Percentage of assessed children in:		
Full-day classrooms	13%	52%
Part-day classrooms	87%	48%
Percentage of teachers with a Bachelor's degree or higher (Low/Moderate/High) ⁵	3% (Low)	42%
Urban or Rural location	Urban	N/A
Program Auspices (Agency System/Public School System/Tribal Government or Consortium)	Agency	N/A
Federal region	6	N/A

1 The degree to which these percentages represent the characteristics of the children in your program depends on the number of children you were able to assess. If your program has a high assessment rate (i.e., you were able to assess all or almost all of your kindergarten eligible children), then these percentages will be representative of the kindergarten-eligible children in your program. However, if your program has a low assessment rate (i.e., you were able to assess only a few of your kindergarten-eligible children), then these percentages may not be representative of all of your kindergarten-eligible children.

2 "Low" average age (in months) is defined as younger than 60 months; "Moderate" is 60-62.5 months; "High" is older than 62.5 months.

3 "Low" proportion of English Language Learners is defined as less than 15%; "Moderate" is 15-49%; "High" is 50% or higher.

4 "Low" proportion of racial/ethnic minority children is defined as less than 25%; "Moderate" is 25-74%; "High" is 75% or higher.

5 "Low" proportion of teachers with a Bachelor's degree or higher is defined as 30% or less; "Moderate" is 31-69%; "High" is 70% or higher.